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ABSTRACT

The Bureau of School Libraries of the New York State Education Department presents a planning guide for participation in Title IV-B of the 1974 Elementary and Secondary Education Act which provides grants for school library materials, other instructional materials, equipment and minor remodeling for its use, and testing and guidance services. The guide covers filing applications, fund distribution, planning and procedures, eligible and ineligible expenditures, selection of materials and equipment, administration of items acquired under IV-B, participation of private school children, project evaluation, and fiscal guidelines. Standards are provided for educational programs in 6 subject fields as well as for counseling and guidance services and school library media programs. (LS)

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PLANNING GUIDE
ESEA IV

PART B

LIBRARIES AND LEARNING RESOURCES

1975-76

IR 002 797

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

P.L. 93-380, the Education Amendments of 1974,created Title IV of the Elementary and Secondary Education Act. The goal of the amendments is to extend and amend the Elementary and Secondary Education Act of 1965.

Title IV consolidates seven categorical programs into two authorizations;

Part B: Libraries and Learning Resources.
Part C: Educational Innovation and Support.

Part A of the Title includes the authorizations, allotments, and common program requirements for the two program purposes.

It is the purpose of Title IV Part B to combine within a single authorization, programs formerly carried out under the provisions of law governing Title II of the Elementary and Secondary Education Act; Title III of the National Defense Education Act; and that part of Title III of the Elementary and Secondary Education Act that is related to testing, guidance, and counseling.

Under Part B, grants will be made to local education agencies for the following purposes:

1. The acquisition of school library resources, textbooks, and other printed and published instructional materials.

2. The acquisition of instructional equipment and materials suitable for use in providing education in academic subjects; and, minor remodeling of laboratory or other space used for such equipment and materials.

3. A program of testing students; programs of counseling and guidance services; programs, projects, and leadership activities designed to expand and strengthen counseling and guidance services.

This Planning Guide provides local education agencies with the necessary information and instructions for participation in Part B of ESEA Title IV.

School personnel are encouraged to contact the Bureau of School Libraries, Room 676, Tel. 518-474-2468, New York State Education Department, Albany, N.Y. 12234 on all aspects of ESEA IV, Part B. The following staff members are available to help you: Theresa Case, Beatrice Griggs, William Hayes, Benjamin Meffert, Lucy Rose, Charles Rovenolt, Lore Scurrah, Ethel Severinghaus, Ann Watt, Robert Barron (518-474-6971).

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GENERAL INFORMATION

Dates

The following final dates will apply for the Fiscal Year 1975-76.

Application

January 15, 1976	Postmark for ESEA IV application, Parts B and C

Encumbrances

June 30, 1976	Original purchase orders, contracts, etc. for Part B
December 31, 1976	Substitute purchase orders for school library resources

Expenditures

June 30, 1977	Final Report of Project Expenditures (FA-10-F)

Budget Amendments

May 14, 1976	Postmark for budget amendments

Annual Report - Part B

November 15, 1976	Postmark for Part B annual report

"Before Filing" Checklist

The following checklist is based on some common errors. Please review carefully to avoid delay in application approval.

1. Have five copies of project application been submitted?

2. Does each copy of application include Proposed Budget (FA-10-IV B), Program Description, Part I, plus a Part II for each participating private school?

3. Does Proposed Budget (FA-10-IV B) reflect the <u>total</u> budget, public and private?

4. Has all the required information been provided on or with the application? Enter "none" or "zero" where applicable.

5. Has the Chief School Officer's original signature been provided on <u>both</u> p. 5 and p. 8?

6. Has the local level of expenditures been maintained? If not, has explanatory documentation been provided?

7. Have local loan procedures to private school pupils been explained fully?

8. Is it understood by the local officials that no purchase orders can be issued prior to written approval of the application?

9. Is each copy of the grant application legible?

10. If minor remodeling is requested, have floor plans been included?

Definitions

Academic Subjects - the arts and humanities, English, industrial arts, mathematics, modern foreign languages, natural sciences, reading, and social sciences.

Acquisition, Costs of - cataloging, processing, ordering, delivery and installation. Delivery and installation costs are an integral part of the cost of equipment and materials. Cataloging, processing, and ordering costs are a separate cost in addition to the cost of materials.

Cataloging - the standard library means of describing items of print and audiovisual material according to the specific nature of the items and their relationship with all other materials in a collection.

Delivery Charges - the costs of shipping or transporting materials from the vendor to the initial place of use.

Elementary School - a day or residential school which provides approved elementary education. Schools which include grades K-8 should be considered elementary.

Equipment - audiovisual equipment (projectors, recorders, television cameras, television receivers, ancillary television projection and reception equipment to be used primarily for nonbroadcast purposes, except where broadcast takes the place of closed-circuit cable systems, and closed-circuit television distribution systems), storage equipment to be used solely for the care and protection of materials acquired, test-grading equipment, equipment for maintenance and repair of materials acquired, and laboratory equipment to be used in improving instruction in the academic subjects.

Fiscal Year (FY) - the period beginning on July 1 and ending on the following June 30. The fiscal year is designated by the calendar year of the ending date.

Materials - those items which with reasonable care and use may be expected to last for more than one year. The term does not include items which are consumed in use.

Minor Remodeling - those minor alterations in a previously completed building which are needed to make effective use of materials and equipment in providing education in academic subjects. The term may include the extension of utility lines, such as for water and electricity, from points beyond the confines of the space in which minor remodeling is undertaken but within the confines of such previously completed building to the extent needed to make effective use of equipment. The term does not include building construction, structural alterations to buildings, building maintenance, repair, or renovation.

Occupational education - encompasses "occupational education" and "career education." "Occupational education" is designated primarily to

prepare pupils for immediate employment in an occupation or cluster of occupations. "Career education" is a comprehensive K-12 program that introduces every child to the world of work and prepares him for a place in it.

Ordering - includes the preparation of purchase orders and related clerical work.

Processing - the preparation of materials for use; including cataloging, marking for identification, providing protective covers, and preparing for circulation from a school library or media center.

Private Elementary and Secondary Schools - nonprofit schools which provide approved elementary and secondary education under State law, but not beyond grade 12, and which are controlled by other than a public authority.

School Library Resources - books, periodicals, audiovisual materials and other printed materials, but not furniture or equipment, which meet all of the following criteria: (1) they are suitable for use by elementary and secondary school children and teachers; (2) with reasonable care and use they may be expected to last more than a year; (3) they are cataloged and processed as part of a school library or media center.

Secondary School - a day or residential school which provides approved secondary education except that it does not include any education beyond grade 12.

Standards - criteria established by the State Education Department for making determinations as to adequacy, quality, and quantity of school library resources, instructional materials and equipment, and programs of guidance and counseling.

Textbook - a book, reusable workbook, or manual, whether bound or in looseleaf form, intended for use as a principal source of study materials for a given class or group of students, a copy of which is expected to be available for the individual use of each student in such class or group.

DISTRIBUTION OF FUNDS

Part B funds are allocated to local education agencies on a distribution formula which seeks to equalize financial resources available for education purposes. In New York State, a Part B allocation will be made to each local education agency based on pupil enrollments in public and private nonprofit schools, except that substantial funds will be provided in addition to two types of local education agencies:

1. Those which have the greatest numbers of pupils with special educational needs (PSEN); and

2. Those with substantially greater than average tax effort for education but lower per pupil expenditures than the State average.

Of the funds available for Part B distribution, 70% will be distributed on an enrollment basis, 25% will be distributed on a per capita basis to benefit pupils in public and private schools with pupils with special educational needs, and 5% will be distributed on a per capita basis to local education agencies with substantially greater than average tax effort for education but lower per pupil expenditures than the State average. "Pupils with special educational needs" are identified through the State Pupil Evaluation Program (PEP). The most recent data available through the Department's Educational Data system will be used to determine allocations.

A notice of the Part B allocation will be sent to each eligible applicant. The allocation notice will specify 1) the total Part B allocation for public and private school pupils, 2) the amount to be expended for public school pupils, 3) the amount to be expended to assure equitable participation for the pupils in each private school within the public agency's jurisdiction.

Eligible Agencies

- Public school districts
- Campus schools operated by the State University of New York or by The City University of New York
- State-operated and State-supported schools covered under Article 85 Section 4201 of the Education Law

PLANNING

Local education agencies have complete discretion in determining how Part B funds will be divided among the three purposes cited on p. iii for the public schools. Funds may be expended for one, two or all three purposes. In addition, public school officials must consult with private school officials. If the materials, equipment or services selected by the public schools are different from those requested for private school pupils, public school officials must provide those materials, equipment or services appropriate for the use of private school pupils, reflecting the equitable participation amount established by the State Education Department.

The diversity of educational needs to which Part B funds may be applied requires a coordinated, comprehensive planning effort at the local level. The following procedure is strongly recommended to assure that sound decisions are made regarding the expenditure of Part B funds.

- Appoint a planning committee representative of the purposes of Part B, including curriculum coordinators, guidance personnel, and school librarians from public and private schools as well as appropriate representatives of the cultural and educational resources of the community.

- Have the committee carefully review the Part B Planning Guide, the application form, and pertinent administrative memoranda.

- Special attention should be directed to the Standards on p.21 of the Planning Guide.

  Federal Regulations require that State education agencies develop standards which may be used by local education agencies in arriving at Part B expenditure decisions. These standards establish qualitative and quantitative measures which set new or revised requirements for materials and equipment to be obtained, for minor remodeling to be carried out, and for services related to programs of testing, guidance and counseling to be performed. They merit careful consideration.

- Charge the committee with the task of identifying the priority need(s) of public and private school pupils.

- When the priority need(s) has been identified, consult with appropriate staff in the determination of objectives, activities and evaluation procedures.

- As a result of the preceding steps, the committee will recommend for the approval of the Chief School Officer the most effective use of Part B funds.

- The task of completing and submitting the application is assigned to appropriate staff.

- "Next steps" for implementation of Part B project are planned.

MAINTENANCE OF EFFORT

Section 134.21 of the Federal Regulations governing ESEA IV reads as follows: "...The annual program plan shall give satisfactory assurance that the aggregate amount to be expended by the State and its local educational agencies from funds derived from non-Federal sources for programs described in Section 421 (a)" of the Act "for a fiscal year will not be less than the amount so expended for the preceding fiscal year."

Participating local education agencies must provide satisfactory assurance that aggregate local expenditures budgeted for ESEA IV Part B program purposes - i.e., acquisition of school library resources, textbooks, instructional materials and equipment in the academic subjects, minor remodeling, and testing, guidance and counseling in a given fiscal year will not be less than the local expenditures for the preceding fiscal year.

Agencies which make application for Part B funds, and show an anticipated reduction in local expenditures (budget) should append a statement offering a satisfactory explanation to avoid delay in processing of the application. Allowances will be made for unusually large amounts expended during the preceding year such as replacement because of loss, introduction of new courses, establishment of a basic collection, etc.

Private schools must provide similar local expenditure data to assure that Federal funds are being used to supplement, not supplant local funds.

ELIGIBLE AND INELIGIBLE EXPENDITURES

NOTE: Applicants are cautioned that some expenditures are eligible under one purpose and ineligible under another. Eligibility of expenditures must be carefully reviewed prior to assigning the budgeted amount to one or another of the purposes of Part B.

School Library Resources (cataloged and processed)

Eligible

- Books (hardcover and paperback), reference books, encyclopedias, periodical subscriptions not to exceed three years, documents, films, filmstrips, sound recordings, processed slides, processed transparencies, kinescopes, video tapes, maps, charts, globes, pictures, picture sets, musical scores, reproductions, photographs, graphic works, and other printed and published materials of a similar nature which are cataloged and processed for use as part of a school library or media center
- Straight lease plans for a period of time not to exceed one year. Any other lease plan or contractual arrangement requires prior consultation with the Division of Educational Management
- Multimedia kits containing, primarily, printed and published materials
- Combinations of materials and equipment, if the cost of the equipment is incidental to the cost of the materials

Ineligible

- Materials intended for use in the teaching of religion
- Materials primarily sectarian in nature
- Materials consumed in use or not expected to last more than one year
- Multimedia kits containing primarily manipulative materials or realia
- Blank tapes, unexposed films, materials for preparing transparencies
- Models and realia, flannel boards, specimens, toys and games
- Equipment, furniture, machines, shelving, remodeling, storage units
- Rebinding and repairing (while rebinding charges are ineligible, prebinding charges are allowable as part of the price of the book)

- Supplies -- general supply items such as stationery, purchase order forms, multiple order slips, etc., are not eligible except as acquisition costs related to either cataloging, processing, or ordering procedures

- Personal service -- wages or salaries may not be paid for professional or nonprofessional services, unless related to necessary costs of acquisition (i.e., cataloging, processing, and ordering)

Textbooks

Eligible

- Books, reusable workbooks, or manuals, whether bound or in looseleaf form, intended for use as a principal source of study materials for a given class or group of students, a copy of which is expected to be available for the individual use of each student in such class or group

Ineligible

- Workbooks consumed in use

- Supplementary books which are not the principal source of study and/or one copy is not available for the individual use of each student in a given class or group

Instructional Equipment and Materials in the Academic Subjects

Eligible

- Audiovisual equipment (including equipment needed for the production, maintenance, and repair of instructional materials)

- Storage equipment (for the care and protection of materials and equipment acquired)

- Installation (when it is a part of the cost of the acquisition of equipment. Installation is not a separate budget item)

- Study booths and carrels

- Calculators, computers (see limitation under Ineligible expenditures)

- Television (of a nonbroadcast/nonstudio nature)

- Specialized equipment for any of the academic subjects which is clearly distinguishable from general purpose equipment for classrooms or libraries

- Books and other printed and published materials (including audiovisual materials)

- Models, realia, artifacts

- Materials used in the production of instructional material of a permanent or durable nature (such as acetate for transparencies, audiotapes for recordings, etc.)

- Rebinding

Ineligible

- General purpose equipment for classrooms or libraries (desks, seating, chalkboards, etc.)

- Maintenance equipment and replacement parts

- Safety equipment which is commonly provided

- Equipment used primarily for demonstration and instruction for the inservice education of teachers

- Equipment used for administrative purposes (duplicating machines, typewriters, computers)

- Equipment and materials to be used for religious instruction

- Equipment and materials intended for use in curriculum areas other than the academic subjects

- Materials consumed in use

- General supply items

Costs of Acquisition

Costs of acquisition, those costs incurred in the acquisition of school library resources, textbooks and instructional materials and equipment, are eligible expenditures under Part B.

- Ordering - includes the preparation of purchase orders and related clerical work. Ordering costs may be charged against all Part B acquisitions but may not exceed 2% of the Part B acquisitions budget.

- Processing and cataloging - includes describing items of print and audiovisual materials by standard library cataloging rules, marking for identification, providing protective covers and preparing for circulation from a school library or media center. Processing and cataloging costs may be charged only to school library resources and may not exceed 20% of the Part B budget for school library resources.

- Delivery - includes shipping or transporting materials and equipment from the vendor to the initial place of use. Delivery costs are an integral part of the cost of materials and equipment and are not reported as a separate cost.

- Installation - includes equipment installation costs which are an integral part of the cost of equipment and are not reported as a separate cost.

- Expenditures for services of personnel involved in ordering, processing and cataloging are eligible. Such services must be provided and/or incurred during the applicable fiscal year of the Part B project. Such services are assumed to be incurred if personnel have been asked prior to the end of the fiscal year (June 30) to perform the services. A purchase order is not required.

If a regular school district employee is to perform the services, the local education agency will be required, at the time of submittal of Final Report of Project Expenditures (FA-10-F) to certify that such services were performed at times "above and beyond" those times during which the employee is expected to perform his regular district duties.

Minor Remodeling

Minor remodeling is permitted with Part B funds when the following conditions are met.

- A public agency holds title to and controls administration of the building in which the remodeling is to be done.

- The work is needed to make effective use of equipment and materials acquired with this grant for instruction in the academic subjects.

- Minor remodeling in a completed school building is confined to laboratory or classroom space in which one or more of the academic subjects is taught unless the minor remodeling accommodates test grading or audiovisual equipment which may be placed in any appropriate location.

- The remodeled facility is accessible to and usable by handicapped persons.

- The plans for minor remodeling in excess of $5,000 and/or minor remodeling which affects the health and safety of children bear the seal and signature of a licensed architect or engineer.

Eligible

- Removing and/or erecting partitions (other than bearing walls); cutting new doors or windows or closing old ones; repairing floors and walls damaged by the installation of equipment and/or approved minor remodeling; finishing newly erected walls; and installing electrical outlets, plumbing, service lines, and fume hood vents.

- Modifying or replacing inadequate or unsuitable utility service lines within a completed building.

- Converting existing space within a completed building into a planetarium, terrarium, observatory, greenhouse, etc. (Outer confines of building may not be altered.)

- Installing acoustical treatment as it pertains to language labs

- Converting a room or rooms in an existing building into a functional area as a library or media center including preview rooms, storage rooms, a preparation, maintenance, and repair center, etc.

- Providing additional lighting beyond normal requirements where needed to illuminate a particular area in order to make more effective use of equipment and materials acquired

- Paying for architect's service when required for minor remodeling

Ineligible

- Minor remodeling in buildings under construction or not owned by the applicant

- Tearing up, rebuilding, or otherwise constructing entire floors or ceilings

- Renovating or refurbishing interiors

- Modernizing or replacing general room lighting systems

- Any changes which alter the external configuration of a structure

Testing, Guidance and Counseling

Part B funds may be used for:

- A program for testing students in the elementary and secondary schools

- Programs of counseling and guidance services for students at the appropriate levels in elementary and secondary schools designed (i) to advise students of courses of study best suited to their ability, aptitude, and skills, (ii) to advise students with respect to their decisions as to the type of educational program they should pursue, the vocation they should train for and enter, and the job opportunities in the various fields, and (iii) to encourage students to complete their secondary school education, take the necessary courses for admission to postsecondary institutions suitable for their occupational or academic needs, and enter such institutions; and such programs may include short-term sessions for persons engaged in guidance and counseling in elementary and secondary schools

- Programs, projects, and leadership activities designed to expand and strengthen counseling and guidance services in elementary and secondary schools

Eligible

- Salaries of local school guidance personnel

- Salaries of appropriate supervisory guidance personnel
- Salaries of clerical personnel assisting local guidance personnel engaged in operation of a local guidance and counseling program
- Purchase and maintenance of office equipment necessary to meet requirements with respect to professional guidance and counseling activities
- Purchase of such materials (including library source materials) and supplies as may be necessary to fulfill functions of the guidance and counseling program
- Consultant services
- Contractual services
- Communication
- Rental of office space
- Cost of short-term training sessions
- Purchase or rental of test, answer sheets, profile sheets, cumulative record forms, and other such materials as necessary
- Purchase or rental, including costs of maintenance and operation, of equipment for scoring, testing, processing and reporting results of tests administered
- Contractual services for machine scoring of tests and reporting test results

SELECTION OF MATERIALS AND EQUIPMENT

Criteria for the selection of school library resources, textbooks, and instructional materials and equipment should be developed by the local education agency. These criteria should ensure that materials and equipment will be of high quality, will contribute substantially to the educational program and will meet the varying needs of pupils and teachers in the elementary and secondary schools. Reference to State standards for materials and equipment on p. 21 will be helpful.

To the extent possible, appropriate professional staff should evaluate the materials and equipment before purchase. Many distributors will provide materials on approval or for local evaluation prior to purchase.

Local judgment augmented by reliable professional selection tools, lists, bibliographies, and periodicals which review materials and equipment should aid in the purchase of the most appropriate resources.

Selection criteria should be incorporated in a district selection policy statement formally adopted and approved by the Board of Education.

A procedure for responding to criticism of school library and instructional resources should be included in the policy. Samples of such statements of selection policy may be obtained from the Bureau of School Libraries for guidance in developing a local policy.

ADMINISTRATION OF ESEA IV ACQUISITIONS

Title and Control

Section 134.98 of the Regulations states: "The control of funds provided under" Title IV "and title to materials, equipment, and property repaired, remodeled, or constructed therewith shall be in a public agency for the uses and purposes provided in Title IV, and a public agency shall administer such funds properly."

Materials, including school library resources, and equipment shall be available to children and teachers in elementary and secondary schools on a loan basis only, and there shall be a proper accounting and inventory of all materials and equipment.

Identification Marking

All materials and equipment acquired must be stamped or otherwise identified as the property of the public agency and as having been purchased under ESEA Title IV, Part B.

Length of Loan

Loan terms should be based on accepted principles and practices for lending school library resources and instructional materials and equipment to pupils and teachers.

The type of material or equipment and the purpose for which it is requested will determine the length of the loan, and each public agency should establish such loan periods as it deems necessary and appropriate.

Conditions of Loan

Section 134.82 of the Regulations and Section 100b.58 of the General Provisions prohibit user, rental, or deposit fees, or other charges levied against children or school personnel for the ordinary use of expendable or nonexpendable personal property acquired under Title IV, Part B. However, the public agency may impose the same responsibilities on borrowers for loss, damage, or failure to return as required, as are imposed for similar materials and equipment acquired with non Federal funds. The disposition of money collected for overdue materials and equipment and the replacement of lost or mutilated items should be governed by local practice.

Inventory

The inventory records must be maintained for the useful life of the materials and equipment. Local methods of inventorying and maintaining records of materials and equipment are subject to the approval of the State Education Department. An item-by-item inventory must be maintained and appropriate provisions for substantiating the inventories by on-site inspection must be made.

Simple and convenient methods for maintaining inventory records and for conducting an inventory are described below:

Inventory Record

- An inventory control card should be maintained for each item of materials and equipment acquired under Part B.

- The descriptive information on the card should include (1) type of material; e.g., film, record, textbook, cassette recorder/player, overhead projector; (2) title of each material item; (3) number of units of each item; (4) serial number of equipment; (5)acquisition date and cost; (6) location; (7) ultimate disposition data.

- For school library resources (materials that have been cataloged), shelf list cards may be used as the inventory control cards, provided that materials acquired under ESEA IV, Part B are distinctly labeled as such.

Inventory Procedure

- All items acquired should be inventoried at least once every two years.

- Inventory control cards should be physically checked against materials and equipment wherever located.

- After all materials and equipment have been checked against the inventory control cards, a summary of items on hand and items missing should be prepared. Such a summary should consist of the total number of items of each type. The summary will then account for all the items acquired under Part B as either on loan, missing, or removed from inventory. The summaries are the official record for accounting purposes.

A control system must be developed and carried out to ensure adequate safeguards to prevent loss, damage or theft of materials and equipment. Loss, damage or theft must be fully investigated and fully documented. The local education agency is responsible for replacing or repairing materials or equipment which is lost, damaged or destroyed due to the negligence of the local education agency.

PARTICIPATION OF PRIVATE SCHOOL CHILDREN

ESEA Title IV provides for equitable participation by private elementary and secondary school children. Private school children means "children who are enrolled in private nonprofit elementary and secondary schools in the school district of a local educational agency."

Section 406 of the Act requires that the local educational agency "shall provide for the benefit of" private school children "secular, neutral and nonideological services, materials and equipment" authorized under Title IV Part B "including the..., minor remodeling... of public school facilities as may be necessary for their provision (consistent with regulations on control by the public agency and limitations on personnel providing services.)"

The control of funds provided under Title IV and the title to materials, equipment and property shall be in the local public agency which administers the program.

Personnel providing services shall be employed and supervised by the public agency and shall be independent of the private school and of any religious organization.

Funds from Part B "shall not inure to the benefit of any private school." Equipment or other property acquired "shall not become a part of the permanent structure of any private school and must be capable of being installed and removed without requiring remodeling of the premises."

The Federal Regulations state that "Any project to be carried out in public facilities which involve joint participation by children enrolled in private schools and children enrolled in public schools shall include such provisions as are necessary to avoid the separation of participating children by school enrollment or religious affiliation."

Planning

Planning and consultation with nonprofit private school personnel by public agency personnel is required.

Local liaison personnel from public and private schools should be appointed. It is suggested that districts have a joint committee of public and private school personnel. The committee could deal with a variety of problems, such as gathering data for educational needs assessment; overall long-range planning for the use of Part B allocations; determination of priorities in both public and private schools; development of projects; preparing applications; standards and selection of equipment and materials; inservice activities; procedures for monitoring and evaluating projects; accessibility of services, materials, and equipment; and any other areas that may need special study or solution.

Project Priorities

It is possible that the needs of the local private school children may not coincide with those of the public school children. In both public and

private schools, Part B funds should provide benefits according to the needs of pupils and teachers. Although local education agencies are given complete discretion in the division of funds among Part B purposes, if private school needs are different, the local education agency must provide the requested materials, equipment and services in appropriate amounts.

Accessibility of Services, Materials, and Equipment to Private School Children

The type of material and the purpose for which requested will determine the length of loan, and each public agency will establish such loan periods as it deems necessary and appropriate, as long as materials are not given outright to a private school or private school child or teacher. Long-term loans are permissible, provided that a "proper return" is accomplished periodically. A physical return of materials annually is strongly urged, although public agencies may elect to store materials in a private school over the summer, and renew materials in September.

Regardless of the loan method utilized, public agencies must have all loan requests and loan records for private schools accompanied by a pupil and teacher roster. This is a critical point since such a roster constitutes a loan to private school pupils and teachers on an individual basis.

The local public agency is responsible for making accessible to children in private, as well as public schools, all the benefits authorized under Part B. If, after consultation with private school officials, the public agency does not find it practical or necessary to locate the services, materials, and equipment for projects in one or more private schools in the district, the agency must provide other arrangements to assure equitable participation of private school children.

Equitable Expenditures

Allocation of Part B funds to the public agency is based on the formula described elsewhere in this guide. The notice of allocation will provide the public agency with the names of private schools within its jurisdiction together with the equitable amount of the total allocation to be expended to provide benefits for the pupils in each school.

The public agency may retain up to 2% of the private school share for the performance of ordering services, and up to 20% for the performance of cataloging and processing services for the acquisition of school library resources.

Level of Private School Support

Private schools must provide satisfactory assurance that Federal funds are not supplanting local funds. Federal funds must supplement, not supplant local expenditures. The aggregate local expenditures budgeted for Part B program purposes; i.e., acquisition of school library resources, textbooks, instructional materials and equipment in the academic subjects, and testing, guidance and counseling in a given fiscal year will not be less than the local expenditures for the preceding fiscal year.

Private schools which request Part B funds, and show an anticipated reduction in local expenditures (budget) should append a statement offering a satisfactory explanation to avoid delay in processing of the application. Allowances will be made for unusually large amounts expended during the preceding year such as replacement because of loss, introduction of new courses, declining enrollment, etc.

Private School Responsibilities

ESEA IV enables greater benefits to accrue to private school children. At the same time, the private school officials must accept additional responsibilities.

In addition to active participation in planning for effective use of funds, private school personnel must be prepared to complete the private school portion of the application stating the purposes for which funds will be used; the educational needs on which the funding request is based; the statement in measurable terms of the objectives for the purposes; the activities designed to achieve the objectives; the evaluation techniques which will be used to measure achievement of objectives; and the expenditure request summary.

Private school officials should cooperate with the public agency in providing requested fiscal, evaluative and other data, and meeting such deadlines as may be established.

Private as well as public schools will receive on-site evaluations of project effectiveness by State Education Department personnel.

EVALUATION

Recipients of ESEA IV, Part B grant awards assume the responsibility for evaluating the effectiveness of their programs.

It is important that initial planning of a project be based on a careful assessment of the needs of the local education agency, a determination of the most critical need(s), a clear statement of the objectives of the project in relation to the stated needs, the definition of the activities to be undertaken, and the procedures which will measure the degree to which program objectives have been achieved.

Annual Report

The filing of an Annual Report with the Bureau of School Libraries is required of all agencies in order to maintain Part B eligibility in subsequent years. These reports enable local education agencies to account for expenditures, and to describe the results of the local evaluation program. The reports also provide data for the State report to the U. S. Office of Education.

Private school officials have the responsibility for reporting evaluative data to the appropriate public agency for inclusion in the Annual Report.

Local evaluation will be supplemented by State evaluation activities, including on-site monitoring of both public and private school projects.

FISCAL GUIDELINES

Payment Procedures

A first advance payment of 25 percent is made automatically following the approval of a project application and budget. Subsequent to receipt of the initial advance payment, the local education agency submits Expenditure Report and Monthly/Quarterly Request for Funds (Form FA-25-AP) to the State Education Department, Division of Educational Finance, Federal Aid Planning and Claims Section. Based upon the data presented on this form, additional funds are provided. The continuous filing of this report is required thereafter for each approved project until such time as the project has terminated or the maximum 90% advance has been attained.

Filing Requirements (FA-25-AP)

Projects $100,000 and Less

Form FA-25-AP should be filed at the end of each calendar quarter beginning with the quarter during which the first advance payment check is received (quarters: July-September, October-December, January-March, April-June).

Projects Greater than $100,000

Form FA-25-AP should be filed at the end of each month beginning with the month during which the first advance payment check is received.

Funds will be advanced via Form FA-25-AP up to a maximum of 90% of the approved project budget or total estimated project expenditures, whichever is less.

Final Project Expenditure Report (Form FA-10-F)

Subsequent to the liquidation of encumbrances, or completion of all expenditures pertinent to an ESEA IV Part B project, two completed copies of the Final Project Expenditure Report (Form FA-10-F) must be submitted to the Division of Educational Finance, Federal Aid Planning and Claims Section. Each Final Project Expenditure Report (Form FA-10-F) will be audited by the Federal Aid Unit and questions arising from the audit will be presented to the local agency for consideration and response. Based upon the audit findings, the difference between the amount of funds previously advanced and the actual cost of the project will be forwarded to the participating local educational agency.

Backup documentation (signed claim forms, vendors' invoices, travel vouchers, receipts) is no longer required to be submitted with final claims for reimbursement on a regular basis. Under the conditions set forth below, only the Final Project Expenditure Report (Form FA-10-F) will be required for audit purposes.

1. Complete documentation for all expenditures must be retained at the local level and must be made available upon request by the Federal Aid Unit or an on-site field audit team.

2. Prior to the submission of the Final Project Expenditure Report (Form FA 10-F) all encumbrances must be liquidated. In other words, all bills must be paid.

In summary, local educational agencies should submit only the fully completed and signed Final Project Expenditure Report (Form FA 10-F) unless notified otherwise.

Adjustments

Upon completion and acceptance of the audit of the Final Project Expenditure Report (Form FA 10-F) the local agency will be sent a Notice of Final Audit Findings. This notice will indicate the amount of final payment to be made or the amount of overpayment to be returned by the local agency.

Project accounts should not be closed until such action has been taken.

Application - Estimated Budget

A Proposed Budget for Libraries and Learning Resources (Form FA-10-IV B) must be completed and submitted as part of each application for a Part B Grant. The project budget and application should be submitted subsequent to the local educational agency receiving notification of its allocation.

Local education agencies will not receive payments automatically as a result of a formal notice of allocation.

Issue of Purchase Orders

No purchase orders should be issued or encumbrances established prior to receipt of written notification from the Bureau of School Libraries that the application has been approved. Subsequent to written notification of project approval, encumbrances may be established through the termination of the fiscal year of the grant (June 30).

Budget Amendments

Part B operates on the concept of prior approval. All expenditures must have the approval of the Bureau of School Libraries either through an approved project budget or through a project budget amendment if expenditure changes are necessary subsequent to initial project budget approval.

If an LEA wishes to make an internal budget change, a "Special Grant-Budget Amendment Summary Sheet" (Form FA 10-A) should be submitted to the Bureau of School Libraries seeking prior approval. The FA 10-A should be submitted subject to the following conditions:

1. The FA-10-A only should be used for those amendments where prior approval is required.

2. Each requested fiscal increase should show the corresponding offsetting fiscal decrease(s), wherein possible.

3. Any increase in the number of and/or change in type of personnel items requires prior approval through a budget amendment (also consultant salaries in excess of $100.00 per diem).

4. Any increase in the number and/or change in type of equipment items (budgeted under category 1230) requires prior approval through a budget amendment.

5. Any time a budget subtotal; e.g., school library resources, salaries, or minor remodeling is increased by more than 10 percent, prior approval must be obtained. However, prior approval is not required if the change does not increase the original budget subtotal by more than $500.

6. Any change in number or type of personnel items requires prior approval.

7. The total budget grant may not be increased.

Additional and more detailed information pertaining to the fiscal aspects of Federally Funded Programs can be obtained by acquiring a copy of Fiscal Guidelines for Federally Funded Projects from the Division of Educational Finance, State Education Department.

STANDARDS

FOR

SCHOOL LIBRARY RESOURCES

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TEXTBOOKS

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INSTRUCTIONAL MATERIALS AND EQUIPMENT

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TESTING, GUIDANCE AND COUNSELING SERVICES

INTRODUCTION

As schools and school districts plan for the improvement of instruction through the process of developing goals,[1] identifying local needs and objectives, determining appropriate activities and the resources for implementing them, and planning for evaluation, assistance will be rendered them at critical points by the new Title IV, Part B of the Elementary and Secondary Education Act. This part of the Act provides for students and teachers in public and private elementary and secondary schools 1) school library resources, textbooks and other printed and published instructional materials; 2) instructional equipment and minor remodeling; and 3) testing, guidance and counseling services.

To assist the local districts in planning for quality programs, the academic Bureaus and Units of the State Education Department have condensed the most significant considerations for the selection of resources and equipment in their areas, and the Bureau of Guidance has similarly outlined the prime characteristics of effective general guidance programs.[2] For additional assistance in planning for a specific area, please contact the appropriate Bureau or Unit listed at the end of this publication.

The dissemination of these Standards serves to fulfill the following requirement of the Act:

> "Sec. 134.81. The State educational agency shall develop standards which may be used by local educational agencies in acquiring expendable and non-expendable personal property (as defined in Sec. 100.1 of this chapter) of appropriate quality and in appropriate quantities.

The main purpose of standards in these programs is to establish qualitative and quantitative measures which will set minimum levels below which educational programs cannot be effective, and which will stimulate efforts to go beyond minimum levels to achieve excellence in educational opportunity. It is essential that those responsible for Title IV, Part B program planning consider the educational objectives for each program and the extent to which they are attainable when making determinations as to the quantity, quality, and adequacy of the various elements.

[1] Goals for Elementary, Secondary and Continuing Education in New York State. State Education Department. 1974.

[2] The listing of an item as a significant component of a good program in any of these areas does not necessarily connote eligibility for purchase under ESEA IV, Part B.

ART EDUCATION

General Philosophy and Objectives

An art education program in elementary and secondary schools should be highly individualized, combining the characteristics of the students, the teacher, the community and available resources for the purpose of enabling each and every student "to become all he is capable of being," so that he will develop both the means and the desire to live to the fullest in a world of random focus and to improve the conditions of life in which he finds himself.

The thrust should be to help the student to see, to feel, to think, to express his thoughts and feelings, to make choices and to evaluate through a wide variety of studio experiences in the visual and plastic arts.

The basic elements of art to be explored and understood by each student according to his level of maturation are space, light and color, form (shape), line, texture and movement. Every effort should be made to keep the program current with contemporary modes of visual and plastic art expression, such as: film and video, photography, environmental design and conceptual art.

Integrating visual arts activities with other subject areas is highly recommended. The Bureau of Art Education can provide information on Project SEARCH, a demonstration project of the Division of Humanities, Arts and School Libraries which has, as one of its major objectives, integrated the arts and RITA (Reading Improvement through the Arts) project.

Facilities

An adequate program presupposes the existence of an adequately equipped studio of at least 1,200 square feet. There should be a separate and clearly defined area with:

- adequate working, demonstration, display and storage space;
- proper heat and lighting for creative art work;
- sinks with hot and cold running water and clay traps;
- facilities for audiovisual presentations, which include ways for darkening the room;
- equipment such as easels, printing presses, potter's wheels, kilns, etc.;
- a wide variety and abundance of materials with which the students can work; and most important -

. sufficient staffing to be maintained as an open studio for interested persons not only from the school, but also from the community, whether enrolled or not enrolled in specific art classes.

Equipment

Equipment needed but frequently not available for a good art program are:

drying rack, metal, portable with metal trays
camera, super 8mm with zoom and stop action capabilities
projector, super 8mm for film with sound strip
projector, carousel slide, ektagraphic autofocus with remote control unit
portable video cameras with zoom lens
video special effects generator; video tape deck
ceramic kiln with firing chamber no smaller than 18" wide by 18" high, and pyrometer
a variety of modeling and carving tools for 3 dimensional design
print making press with 12" x 24" bed
drymount press with tacking iron
camera, 35mm single lens reflex
potter's wheel, electric with seat
kiln, metal enameling
enlarger trays
loom, table, 2 harness
looms, adjustable frame
drafting machine
power drill, ¼"
sabre saw
enlarger, condenser
contact printer
print washer
print dryer
timer
developing trays

Resources

The art education program should have available to it resources from the school library media collection which will help to keep the program current with contemporary modes of art expression as mentioned above. Items which should be included in such collections are: two and three dimensional art reproductions, slides, filmstrips, films, videotapes, realia, art reference books, biographies of artists, books of techniques in the arts and crafts, and of the history and aesthetics of art. Also needed will be well illustrated materials in the content areas which will facilitate the coordination of art activities with teaching in the other disciplines, and art periodicals.

The Bureau of Art Education, State Education Department, has prepared publications for both elementary and secondary schools which should be referred to for detail:

Art Appreciation for the Elementary School
Art for the Elementary School
Mechanical Drawing and Design
Planning the Art Room

Studio in Art-Comprehensive Foundations Course
Studio in Painting, Drawing, Graphics and Photography
Studio in Sculpture, Ceramics and Jewelry
Visual Arts Handbook
Visual Impact of Writing

ENGLISH AND LANGUAGE ARTS EDUCATION

The following are examples of criteria which may be used by schools and school systems in the selection of resources and equipment for English and Language Arts programs:

1. The items must contribute specifically to the objectives of the instructional program in English or the Language Arts.

2. The items should reflect the school's effort to introduce improvements in the program through such means as:

   a. Increasing understanding of the content,
   b. Offering specialized content,
   c. Developing greater student skill,
   d. Evaluating student achievement,
   e. Enriching student experiences,
   f. Introducing new subjects and more advanced courses,
   g. Improving teaching methods,
   h. Increasing teacher competencies

3. The school or district should have in writing practices and procedures to:

   a. Ensure quality and appropriateness (such as by previewing, consulting evaluations of materials in professional magazines and additional sources suggested by the school library media specialist),
   b. Provide a procedure for handling challenged materials,
   c. Avoid needless duplication among classrooms, related materials, and school library media collections,
   d. Ensure curriculum coverage, and
   e. Provide for diverse learning skills for individuals representing different levels and types of ability.

4. The items should stimulate students' interests and desirable attitudes toward English.

5. The items indicate a proper balance between student participation in activities and teacher demonstrations and presentations.

6. The items should be appropriate for the grade level and type of activity in which they will be used.

7. The items should provide a learning potential not otherwise available in the program.

8. The number of items requested is adequate for the number of students and teachers who will use the equipment or materials at one time.

9. The quality and durability of the items must be in keeping with the desired performance.

10. The costs must be compatible with the durability and performance needed for school use.

11. Consideration has been given to the selection of recent models of equipment and up-to-date materials, and to maintenance requirements.

Further considerations:

1. Teachers should have the necessary understanding and competency to make effective use of the equipment and materials. The knowledge of the school library media staff should be utilized to the maximum degree. Where necessary, the school or district should have inservice programs to ensure optimum use of materials.

2. Materials should be quickly and easily accessible to the students and teachers requiring them.

3. Supervisory services should be available for the continuing improvement of and evaluation of the instructional use of the resources and equipment.

4. A good English or Language Arts program typically makes use of the following:

   a. Films, projectors and screens
   b. Film strips
   c. Tape recorders and tapes
   d. Records and record players
   e. Overhead projectors
   f. Videotapes
   g. Classroom collections
   h. Library books
   i. Magazines and magazine racks
   j. Files of pictures, charts, maps, etc.

Most of the above items should be available through the school library media center or in classrooms.

Useful materials in the above categories are described in the following publications.

1. English Journal (Magazine). NCTE, 1111 Kenyon Road, Urbana, Illinois 61801. $15.00 per year.

   Describes current practices, problems, and materials for the teaching of English in grades 7-12.

2. Language Arts (Magazine). NCTE, 1111 Kenyon Road, Urbana, Illinois 61801. $15.00 per year.

   Contains many descriptions of units and other experiences for pupils in grades K-6.

3. NCTE Guide to Teaching Materials for English, Grades 7-12. NCTE, 1111 Kenyon Road, Urbana, Illinois 61801. 1974. 171 pp. $3.95 ($3.75 to NCTE members)

   Contains 550 annotations for anthologies, textbooks, workbooks, multi-media packages and other materials for grades 7-12.

4. _____. Supplement.. 1975. 129 pp.

   Contains 260 entries.

5. NCTE/ERIC Report on Language Arts Instruction Via Audio-Visual Aids. Robert V. Derby. (In Elementary English, May 1969. pps. 612-621. NCTE, 1111 Kenyon Road, Urbana, Illinois 61801).

   Reports on instructional uses of audio-visual aids in elementary level language arts programs. Includes a bibliography of publications which describe audio-visual aids, provide guidance in establishing or revising audio-visual programs, and list, describe, or evaluate aids which are available.

FOREIGN LANGUAGES EDUCATION

The Bureau of Foreign Languages Education recommends that schools be guided by two major criteria in the selection of materials and equipment for the foreign-language program: (1) that materials and equipment be considered on the basis of their serving a specific need as determined by the objectives of the course for which they are intended (i.e., they should be objective-effective), and (2) that those materials will assist in the most efficient and economical achievement of the objectives (i.e., they should be cost-effective). For example, if one of the course objectives is the development of the four language skills, the materials and equipment selected for that purpose should represent the most efficient and economical means of providing practice in listening comprehension, speaking, reading, and writing.

It is further recommended that the process of selection include the following steps:

1. Identification of course objectives.

2. Review of all available materials and equipment that have potential for helping students and teachers achieve those objectives.

3. Rating of all materials and equipment reviewed as either "Excellent," "Acceptable," or "Unsatisfactory" in terms of each of the following criteria:

   a. Performs specific tasks more effectively than other materials/equipment.

   b. Performs specific tasks more efficiently and economically than other materials/equipment.

   c. Is suited to students' mental and chronological age.

   d. Is suited to students' present stage of language development.

   e. Will attract and retain students' attention and interest.

   f. Presents languages authentically.

   g. Presents foreign cultures authentically.

   h. Is adaptable to various learning modes (e.g., large group, small group, individual).

Types of materials and equipment that should be subjected to the rating procedure described above are listed below.

Materials

- Basic texts
- Integrated programs-text and audiovisual materials
- Books of culture and civilization
- Conversation books
- Supplemental reading texts
- Books of songs
- Workbooks
- Reference grammars
- Dictionaries
- Student Periodicals
- Teacher Periodicals
- Wall maps
- Desk maps
- Realia
- Books, pamphlets, bulletins on methodology
- Bibliographies
- Resource lists
- Tapes
- Cassettes
- Records
- Slides
- Filmstrips
- Film loops
- Films
- Projectuals

Equipment

Language laboratory	Filmstrip projectors
Tape recorders	Film loop projectors
Cassette recorders	Movie projectors
Record players	Overhead projectors
Slide projectors	Screens

Useful References

Edgerton, Mills F., Jr., ed. Sight and Sound: The Sensible and Sensitive Use of Audio-Visual Aids. Reports of the Working Committees of the Northeast Conference on the Teaching of Foreign Languages, 1969.

This publication is still one of the most useful single-volume general references on the selection and use of audio-visual materials and equipment for foreign language instruction.

In addition, there are numerous other sources to which schools may turn to meet specific materials and equipment needs. Once the needs have been identified, it is recommended that schools initiate a computer search for appropriate literature by means of the State Education Department's information retrieval system. Requests for such searches, which would insure access to the most up-to-date sources of information, should be addressed to:

Educational Programs and Studies
Information Service (EPSIS)
Room 330
New York State Education Department
Albany, New York 12234
Tel. (518) 474-3639

GUIDANCE AND COUNSELING SERVICES

The schools of the State should provide testing, guidance and counseling services which will:

1) Identify the abilities, aptitudes, and interests of all pupils;
2) Assist all pupils to progress successfully, and as far as possible in educational programs well suited to their abilities, aptitudes and interests;
3) Assist parents to understand and foster their children's growth and development in relation to progress in school;
4) Provide school staff members with the information about pupils useful for effective teaching and school planning; and
5) Establish effective working relations with appropriate resource agencies in the community.

The federal guidelines for ESEA IV, Part B state that " 'testing' and 'counseling' usually are regarded as two functions of a total guidance program."

It is recommended that the testing portion of such programs should include two standardized tests of ability and two of achievement at each level, K-6 and 7-12. Of these, one test of ability and one test of achievement should be included at the junior high school level.

It is recommended that the guidance and counseling activities include a well-rounded program of those outlined below, with varying emphases appropriate to the different educational levels. A full and effective program of activities is the goal at all levels.

Although guidance programs provide a variety of services to assist pupils, the primary outcome is for all pupils to acquire the skills, abilities, and attitudes necessary to develop and implement a career plan. Each district should develop a set of measurable objectives for a career guidance program based on its educational philosophy and the expressed needs of the pupils, parents, community, and school staff. The general goals from which these objectives should emerge will encompass the following areas: (1) To assist, at as early an age as possible, all pupils in making satisfying educational, personal, social, and vocational adjustment and plans. (2) To work cooperatively with teachers, other school staff members, and parents to understand and to meet the needs of each individual pupil. (3) To work cooperatively with administrators, staff members, and the community to understand and to meet the needs of pupil groups. (4) To assist pupils to gain competence in the processes of clarifying values. (5) To assist pupils to attain and maintain the knowledge and skills necessary to secure employment or educational placement commensurate with their ability and aspirations. (6) To assist pupils in adapting to the new demands, opportunities, and values of a changing world through the acquisition of personal planning and problem defining and solving skills.

To accomplish the above goals, guidance programs should provide:

(1) ADMINISTRATION/SUPERVISION: To ascertain that the various activities comprising a career guidance program are accomplished adequately, efficiently, and effectively. To coordinate guidance personnel with administrative, instructional, and pupil service personnel as well as with services of community agencies in order to incorporate a team approach which enables pupils to receive the integrated, systematic, sequential, and comprehensive services which a pupil might need. To document objectives for the program based upon pupil needs, and establish techniques for measuring the degree to which these objectives are met.

(2) ARTICULATION/ORIENTATION: To assure continuity is provided in the individual's progress from grade to grade, from one school level to another including from other education and training programs, and from school to employment; to assist the individual in adjusting to new school or out-of-school situations.

(3) PROGRESS MONITORING: To provide for a continuous and cooperative study through consultation (with teachers, parents, administrators, and other pupil personnel service staff) of the individual's adjustment and progress in relation to his potentialities and interests.

(4) INDIVIDUAL AND GROUP COUNSELING: To help individuals, starting as early as possible, to identify and understand their personal characteristics, to assist them to use this information about themselves regarding opportunities and requirements, in decision making and planning.

(5) CAREER GUIDANCE INFORMATION: To provide and encourage the use by individuals and others of current information about educational and occupational opportunities, requirements, and trends; to stimulate individuals, at all levels to broaden their awareness of occupations in order to make career plans as well as to develop an understanding of the concepts of and the positive attitudes toward work and leisure; and to counsel pupils in their development of a long range plan.

(6) PLACEMENT: To assist individuals to carry out their career plans; to assist in the selection of appropriate in-school placement; to assist in the selection of and the securing of admission to appropriate educational or employment opportunities; to assist individuals to appreciate and join extra class and leisure activities.

(7) CONSULTATION: To consult with administrative, instructional, and pupil services personnel such as psychological, attendance, health, and social work services when available, as well as with the services of community agencies and to make appropriate referrals concerning pupil progress.

(8) EVALUATION AND RESEARCH: To assess needs of pupils, teachers, and parents as input to decision processes of the schools as it relates to curriculum revision, educational climate, and the relationship of the school and community. To evaluate the career guidance program in a systematic way through the use of performance objectives and of desired pupil behaviors; to follow through on subsequent adjustment and progress of pupils and former pupils.

The provision of career guidance services is not the responsibility of the counselor alone. All school personnel have a responsibility to assist pupils in attaining the knowledge and skills indicated in the goals for career guidance programs.

School administrators have primary responsibility for the development and maintenance of an adequate career guidance program. Their understanding and support of the program will largely affect its extent and effectiveness. They must see that adequate personnel and facilities are available and that guidance aims and needs are interpreted to staff and to the community in order to gain support.

The teacher holds a very important place in the development and operation of a career guidance program. The teacher contributes helpful information about individuals and uses information to know and understand

them. The teacher also provides career information and relates it to subject matter areas.

The guidance director and guidance counselors provide leadership and coordination for the career guidance program, furnish technical resource assistance to administrator and staff in their guidance activities, offer suggestions for curriculum and program change, assist in development of curriculum models, and provide counseling assistance to pupils. They are in part teachers in a broad sense and in part counselors who impart a body of knowledge called "guidance" to pupils, faculty, and community.

The pupil services team (guidance counselor, school psychologist, school nurse-teacher, school social worker, and school attendance teacher) serves to strengthen the school's effort to identify and understand the characteristics and emerging needs, related to education, of a wide variety of individuals. In addition to direct assistance to individuals, they provide information and insights helpful in planning and evaluating the school's program.

Cooperation among all pupil services is essential and should be based on an understanding by those in each service of the objectives and functions of the others. In any school district seeking to provide an effective pupil services program, administrators, teachers, and those in pupil services must work together.

Guidance aides can provide services to supplement those of the professionally trained staff. Such personnel under professional supervision, aid, assist, or support the career guidance functions of the school. These are generally persons without formal traditional qualifications for professional certification in guidance. The numbers and types of guidance aides required in any school district should be determined from a study of pupil services staffing necessary to meet the needs of the individual program. Competent secretarial assistance contributes to efficient functioning of a program of guidance services. Secretaries, by performing routine clerical tasks, allow the professional counselor a greater amount of time directly with pupils and others within the school and community. The services of a secretary-receptionist should be available for the full school day in each guidance office.

To accomplish the activities designed to carry out a program of career guidance services, the assignment of professional guidance staff follows a general pattern. While this staffing ratio will vary due to local conditions, program objectives, and characteristics of population served, these general guidelines can be applied. In the average community a ratio of 250 to 300 students to each full-time counselor is appropriate for the junior and senior high school. At the elementary school level, a ratio of 400 to 600 students to each full-time counselor should be considered. These ratios are based on the assumption that adequate clerical assistance and other services are provided where needed.

Facilities, equipment and materials needed to carry on the various program activities include: appropriate space for individual counseling and group counseling or group guidance; a library or media center for

collecting, storing, displaying, and using educational, occupational, and other career related information and materials; equipment to house pupil cumulative records and guidance forms and testing materials and equipment.

HUMANITIES EDUCATION

Humanities and arts education may be distinguished by three aspects: a body of knowledge, a basic attitude toward life, and a process mode of instruction. All three are essential for all learners, beginning at the earliest ages and continuing lifelong.

Besides encompassing the traditional liberal arts, humanities today includes all man's creative expressions of his humanness. It is concerned for the quality of life and with ethical problems posed by biogenetic discoveries, and the future impact of both a technicist mentality and of technology on individuals and society.

It generates a basic attitude toward life characterized by openness of mind and heart, an attitude of inquiry, of reverence for the past, concern and joy in the present, and affirmative forethought for the future.

As a process mode of instruction, humanities education is not content oriented. The process can be adapted to the physical and social sciences as they relate to questions of human values. In a climate of inquiry, teachers facilitate personal discovery by students, pre K-12 and beyond, of their heritage, their present, and their alternative futures through:

1. Reasoning Skills: The ordered management of information (induction; deduction; extrapolation, synthesis, interpretation) is vital so that the learner becomes aware of and can manage her or his own thought processes and the demands made by others; can better manage the "knowledge explosion," critique information from a humanities viewpoint, and understand and use humanely print and moving media capacities to form and inform the public mind.

2. Affective Involvement: The learner is a total person, affective as well as cognitive. The quality of his life and that of the adult he will become are enhanced by expanded sensory awareness; sensitivity and responsiveness to interpersonal relationships; creativity in the arts as originator, participant or audience; involvement in the initiation, development and evaluation of learning experiences.

3. Interdisciplinary Approaches: Insight on human concerns can be garnered from a variety of approaches: historical, philosophic, artistic, ethical, scientific. Learners accustomed from earliest years to viewing human concerns under varied aspects, using the various modes of inquiry, are better prepared to live effectively and humanely in a changing, pluralistic society.

4. The Valuing Process: The valuing process can be learned: a) the need for a choice considered; b) alternatives and their consequences explored; c) a free choice among alternatives selected; d) the choice is reality-tested; e) opportunities are provided to reevaluate the choice in light of experience and further information. The learner accustomed to this process, pre-K through 12, will have acquired valuable facility in decision making and experience with the intermesh of affective and cognitive elements which characterize most real life human choices.

The four processes of humanities/arts education are readily combined in humane life-coping skill clusters which relate well to implementation in the classroom. The clusters include the reasoning skills combined with valuing, adjustment on one's own terms to rapid cultural change, the wise use of time, developing mutually enriching relationships with others and extending one's individual creativity while participating harmoniously in society.

ASSESSMENT

Surveys which are available for determining the status of implementation of objectives in humanities/arts education should not be used "as is," but adopted to the concerns of the school district so they will yield the kinds of information needed. A districtwide survey should be prepared on the major objectives, and its data used as a profile of needs for educational planning, administrative changes, teacher workshops, student activities, and community involvement. Based upon the districtwide results, instruments can then be prepared which will determine the needs of individual students in the various areas of humanities/arts education.

RESOURCES, FACILITIES AND EQUIPMENT

As a body of knowledge, and as educational process and methodology, humanities and arts education responds to contemporary needs, and hence needs to be more clearly understood in its contemporary content and approach. The library resource center plays a vital role in enabling this kind of education to take place.

1. Resources. In the development of humanities/arts programs, constant and integrated use of visual/aural media is seen as essential: photography, slides, radio, motion pictures, television, film strips, opaque projections, computer access. The contemporary communication arts provide vehicles for stimulating open-ended valuing discussions, for encouraging creative expressions concerning our human condition and for developing skills which integrate interdisciplinary approaches and humane purposes in contemporary communications art forms. A kit of resources that will be helpful in planning and in selection of resources is available from the Bureau of Humanities and Performing Arts Education.

2. Equipment. A sufficient number of items of equipment: projectors, video tape cameras, sound projection equipment, cameras, monitors, etc., should be provided to integrate audiovisual communication arts into the spectrum of content areas. Skill in using and caring for contemporary audiovisual equipment can be a humane life-coping skill which facilitates enhancement of self-concept, relates the learner to the world-outside-of-school, and suggests career possibilities.

3. Facilities. Appropriate facilities include any needed modification of space to provide:

   a. a variety of viewing areas which can be darkened and ventilated conveniently, and which are adequately equipped with electric and electronic capability (coaxial cables, computer telephone access lines) appropriate for excellent sound, clear visibility, playback, and data access. Seating should be flexible, adapted both to viewing and to informal discussion and writing arrangements.

   b. Production areas in which students K-12 can develop technical skills in the areas specified in the opening paragraph.

   c. Storage facilities in all viewing and workshop areas appropriate to care and use of equipment.

INDUSTRIAL ARTS EDUCATION

The fundamental purpose of industrial arts resources available through consolidated funding is to enrich and extend learning opportunities. When planning such programs, a clearly-defined rationale should be developed by personnel in the local school districts.

A large collection of equipment and material of varying levels of sophistication does not, in and of itself, assure quality education. Programs should give evidence of comprehensive planning, adequate levels of staffing, flexible patterns of scheduling and organization of students, and responsive approaches to curricular content and activities. The governing principle is whether the planned program of activities will enrich the student's technological experience and improve the quality of industrial arts learning.

It is suggested that in the development of enriched industrial arts programs the following questions be answered. The answers will establish the scope and direction of the planned program.

1. How will new acquisitions intended for a new offering of industrial arts enrich or expand the program?

2. What programs have been reviewed recently to identify needed new program directions?

3. What course content has been developed that requires additional equipment?

4. What facility planning has taken place to provide for the installation of additional equipment?

5. What assessment has been undertaken to compare desirable features of items of equipment from different manufacturers?

6. Is the acquisition of additional equipment justified in terms of student needs and student readiness?

7. What will be the utilization factor of additional equipment in terms of the number of students and classes that will use the item?

Initial direction in resolving these questions is available to school personnel in the following Bureau of Industrial Arts Education publications:

- A Program Design for Industrial Arts Education in New York State
- Secondary Industrial Arts, An Instructional Planning Guide
- Secondary Industrial Arts Tools and Equipment
- Early Secondary Industrial Arts, An Instructional Guide
- Early Secondary Industrial Arts Tools and Equipment

MATHEMATICS EDUCATION

Overview

The governing principles to be followed in the selection of materials and equipment for use in the mathematics program of the district are: (1) how do the items find economical and efficient use in the program to reinforce and further develop pupil skills, and (2) how directly do the items enter into the implementation of the program in the light of its learning objectives. A large collection of materials and equipment at various levels of sophistication does not, in and of itself, assure a quality education.

Thus, the selection of materials and equipment to accompany the program description must be preceded by a careful analysis which takes into account: (1) the identification of the learning objectives of the program, (2) a detailed description of the organization of instruction to be used, i.e., individualized instruction, interactive small group instruction, etc., and

(3) based on the preceding determinations, a thorough study of available materials and equipment which seem to have potential for implementation of the program. There is nothing inherent in any piece of equipment or any material which, in and of itself, makes it suitable for any and all programs under consideration.

Additional criteria for the selection of materials could include: (1) do the materials fit the experiential background of the pupils, (2) do the materials foster a creative application of skills, and (3) are the materials suited to the mental and chronological ages of the pupils. The lists that follow illustrate the types of equipment and materials which may be applicable and are not intended to be all inclusive.

Manipulative devices

- Abaci
- clock (demonstration)
- desk calculators, printing
- hand-held calculators, electronic
- mathematical games
- metric measures
- nail boards
- number lines
- peg boards
- place value devices
- simulations
- two and three dimensional mathematical models

Audiovisual and textual materials

- activity cards
- audiotapes, cassettes and records
- films and filmstrips
- learning activity packets
- modules
- library books
- multimedia kits
- overhead projection transparencies
- programmed books (non-consumable)
- basic and supplementary texts
- workbooks and drill materials
- periodicals

Evaluation materials

- standardized criterion-referenced tests (preferably with more than one form for pre- and post-texts)
- attitude surveys and other instruments for measuring changes in affective variables

SED Publications Useful in Program Development

Books That Count
Selected Books on Mathematics for Teachers
Operating a Math Lab
Free Materials for Mathematics Teachers
Mathematics K-6, a recommended program
Elementary School Mathematics, A Parents Guide
Improving Reading - Study Skills in Mathematics Classes
Developing Mathematical Awareness in Prekindergarten Children
Number and Numeration, #1 of a series of Informational Pamphlets
Operations, #2 of a series of Informational Pamphlets
Operation with Fractions, #3 of a series of Informational Pamphlets

Problem Solving, #4 of a series of Informational Pamphlets
Mathematics Courses for the Seventh Year and Eighth Year
Mathematics 7-8 Handbook
Ninth Year Mathematics, Course I - Algebra
Introduction to High School Mathematics, Grade 9, Course 2
Tenth Year Mathematics
Eleventh Year Mathematics
An Experimental Course in Mathematics for the Twelfth Year

MUSIC EDUCATION

The entire curriculum for music education in New York State has recently undergone careful analysis, revision, and expansion. New curriculum guides have been developed, published in tentative form, tested in selected school systems throughout the State, revised in accordance with the suggestions of teachers who have actually used them, and then distributed to all schools in completed form. The minimum standards suggested for materials and equipment which follow are supportive of the programs which are described in these guides.

General Music, K-8

1. Two current basal series for each classroom. Every student should be provided with a copy of each.
2. Recordings and teacher's manuals and books which accompany each basal text.
3. Quality stereo round reproduction equipment assigned for use solely by the music instructor.
4. Ready access to a good piano, tuned at least twice a year.
5. The availability of an overhead projector, screen, film projector, filmstrip projector, and two cassette tape recorders.
6. A sufficient supply of rhythm and melody instruments to accommodate the largest class taught:

Elementary Grades

a. woodblocks
b. finger cymbals
c. triangles
d. maracas
e. gong
f. cymbals
g. claves
h. tambourines
i. 1 set choral risers
j. pairs of sticks
k. soundblocks
l. set of resonator bells
m. assorted drums
n. 6 sets melody bells
o. assorted xylophones
p. 4 autoharp-type instruments
q. 4 soprano recorders

Junior High or Middle School

a.-i. items a-i above in appropriate sizes
j. castanets
k. 3 sets resonator bells
l. assorted drums, tunable
m. soprano, alto, tenor, bass melody instruments of different timbres; e.g. xylophones, glockenspiels
n. tape
o. 2 reel-to-reel tape decks
p. reverberation unit

and percussion
q. 3 sets melody bells
r. soprano, alto, tenor, bass recorders
s. 2 autoharp-type instruments
t. various tone generators
u. equipment for filtering, mixing, switching, splicing

7. Learning resource center containing music books, recordings, record and tape players, films and filmstrips, as well as programmed and self-instructional materials.

Musical Performance K-6

1. One beginning level or intermediate instruction book should be available to each student enrolled and, if possible, some additional supplementary étude, solo, and ensemble material.
2. A library of large and small ensemble music for beginning level and intermediate level containing a minimum of two titles for each student enrolled in the respective programs and be increased annually by at least 5 per cent.
3. Repair and maintenance of instruments and equipment equal to at least 5% of the current replacement value of the total inventory.
4. At least 8% of the current value of the total inventory of instruments should be set aside annually for the replacement of school-owned instruments.
5. Adequate and secure space should be set aside for the storage of instruments, equipment and the music library.
6. To determine the appropriate number of instruments which should be provided in the elementary school, two alternatives are generally available:

   a. A sufficient number of color instruments to accommodate the complete instrumentation needs of the instrumental organizations:

1) ½ size, 3/4 size, full size violins, violas, cellos, basses
2) piccolo, oboes, bassoons, bass clarinets
3) horns, baritone horns, small tubas
4) snare drums, double tension bass drums, pedal timpani, accessory percussions
5) tuba chairs, bass stools
6) heavy duty music stands, conductor's stand
7) strobe tune
8) music folders
9) 1 set band risers

   b. Provide a full complement of instruments by adding to the above such common instruments as the clarinet, trumpet, and trombone.

Musical Performance - Junior and Senior High Schools

1. Ready access to a good piano, tuned at least twice a year.
2. One beginning, intermediate or advanced instruction book should be available to each student enrolled and some additional supplementary étude, solo, and ensemble materials.
3. A library containing a wide variety of large and small vocal and instrumental ensemble music for beginning, intermediate or

advanced levels. It should contain a minimum of three titles for each student enrolled in the respective programs and be increased annually by a least 6%.

4. Provide for the repair and maintenance of instruments and equipment equal to at least 5% of the current replacement value of the total inventory.
5. A sum representing 8% of the current value of the total inventory of instruments should be set aside annually for the replacement of school-owned instruments.
6. To determine the appropriate number of instruments which should be provided in the high school, two alternatives are generally available:

   a. A sufficient number of color instruments to accommodate the complete instrumentation needs of the instrumental organizations.

      1) four violas, four cellos, four string basses and four bass stools.
      2) C piccolo, two alto clarinets, two bass clarinets, two oboes, two bassoons, baritone saxophone.
      3) four basses, two baritone horns, one brass trombone, three tubas, and three tuba chairs.
      4) two concert snare drums, a double tension concert bass drum, three pedal timpani, assorted accessory percussion instruments, drums for marching band, and drum stands.
      5) heavy duty music stands, conductor's stand, strobe tuner, and music folders.

   b. Provide a full complement of instruments by adding to the above such common instruments as violins, B^b clarinets, trumpets and trombones.

7. In schools where class piano is taught, instructors should be provided with a minimum of eight pianos and a teacher's console or six good conventional electronic pianos tuned **at least twice annually.**

Electives in Musical Knowledge - High School

The area of musical knowledge provides courses for music majors and others interested in increasing their depth of musical understanding. Courses offered in this area may include: General Music 3; Music History and Literature; Music Theory (Sequences I and II); Comprehensive Foundations of Music; Composition and Conducting. Classrooms where such courses are offered should provide the following equipment:

1. A good piano which is tuned at least twice annually.
2. Quality stereo sound reproduction equipment.
3. Easy access to an overhead projector, screen, filmstrip projector, and film projector.
4. Adequate storage space.
5. For a listing of necessary supplies, see references 1 and 3.

Mini-Elective Courses in Attitude Development - High School

The Department published guidelines to assist schools in New York State in meeting the needs of students in grades 9 through 12 who might otherwise have little or no opportunity for active participation in music beyond the eighth grade. Publications in this series include recommendations for basic equipment and materials, and are listed in reference 4 below.

Bibliography

All listed resources were prepared by Bureau of Music, State Education Department:

1. Words, Sounds and Pictures about Music, a Multimedia Resource Listing for Teachers of Music in Grades 7-12.
2. State Contract for Musical Instruments; an annual listing of good student-grade instruments. Prepared in cooperation with Division of Standards and Purchase, Office of General Services.
3. Music in the High School.
4. Teacher's Guide to Folksinging; Teaching Guitar; Music and the Electronic Medium; Music in Modern American Society.

READING EDUCATION

The selection of instructional materials to support the district reading program must be made in the context of total district philosophy on the organization of instruction. Commitments to individualization in content, interests, and pacing must be reflected in instructional materials. In a primarily basal textbook approach, selected materials should support the sequence of that program and expand or reinforce student skills.

Before selecting new materials, those already available for the reading program including those in the library media center should be reviewed.

Is there quantitative balance between print and media?

Is there sufficient software for each piece of hardware?

Are there sufficient numbers of materials in each classroom, learning center, or library media center to support a variety of approaches to word recognition?

Do reading materials include sufficient opportunities for teaching comprehension at interpretive and creative levels as well as at the literal level from pre-reading to secondary levels?

Is the content of present materials relevant to the students' experiential background, interests and learning objectives and skill needs?

Are these materials flexible enough to accommodate different teaching styles? different learning styles? varying learning rates?

Do materials lend themselves to a variety of grouping arrangements for instruction? Can they be used by children independently as well as when administered by a teacher?

Do readability levels of present materials match instructional levels of students who are to use them?

Do materials encourage student response and activity through creative application of skills?

The Bureau of Reading Education endorses the concept of diagnostic teaching and believes that the selection of materials which support this approach is essential to the improvement of reading instruction.

The introduction of new approaches or new materials into the classroom should be preceded and accompanied by inservice training. Reputable publishers provide this service at minimal or no cost to the users of their materials.

Selection procedures should minimize the tendency to accept advertisers' claims, and encourage a critical analysis of materials. Materials should be sampled by students before decisions are made on their purchase in quantity.

The accompanying criteria will provide guidelines for use in selecting instructional materials. Additional statements which reflect the local district's goals should be added.

1. Instructional Management Principles

   a. Which management principles best serve your program goals?

      1) Open Classroom
      2) Individual Prescription
      3) Developmental (traditional)
      4) Behavior modification

   b. Which instructional mode will be operating when the new material is used?

      1) Small group (less than 6)
      2) Larger group (6-21)
      3) Total class
      4) One to one, or tutorial

2. Instructional approaches

   a. Which approach best fits your program?

      1) Programmed instruction
      2) Experiential

3) Discovery
4) Eclectic

b. Which emphasis should be reflected in each of the materials you select?

1) Decoding
2) Linguistic
3) Meaning
4) Individualized

3. Content

a. How accurate is the content? (both text and manual)
b. Are people, places, situations handled in a fair manner?
c. Is the material relevant for the target group of students?
d. Is the material highly motivational?
e. Is discrimination avoided? (racial, religious, ethnic, sexist)
f. Is it appropriate to student learning modality and style?
g. Is the readability appropriate for the students using it?
h. Is the format and artistry of the material appealing to the learner?
i. Is the print size and clarity appropriate to the developmental age of the learner?

4. Goals and Objectives

a. Are goals and measurable objectives for this material specifically stated for both students and teachers?
b. Are the goals of the material appropriate in skills development and level of concept complexity?
c. Is the level of difficulty an appropriate match for the instructional and cognitive levels of the learners?

5. Scope and Sequence

a. Does the material have a reasonable sequential program of skills compatible with district sequences?
b. Can you focus on particular skills to individualize instruction?
c. Does the material offer tests for appropriate placement of learners?

6. Evaluation

a. Does the program provide means for evaluating mastery of skills included in the instructional sequence?
b. Are standards for progression through levels of instruction provided?

SCHOOL LIBRARY MEDIA PROGRAMS

Standards are the goals which encourage the development of excellence in education. These standards provide a useful tool for assessing the adequacy of school library media programs in New York State. The Regulations of the Commissioner require that a school library be established and maintained in each school; and that the library meet the needs of the pupils and provide an adequate complement to the instructional program. Although a sound program of school library media service must be based upon quality, good quality is not possible without certain requisite quantities of materials, staff members, and physical facilities.

STANDARD I: OBJECTIVES. Every school library media center should develop and periodically revise an explicit statement of its objectives in accordance with the purposes and objectives of the school.

STANDARD II: RESOURCES AND EQUIPMENT. The collection should contain quality items that are currently useful, selected specifically for the students and teachers served. Highest priority is placed on those materials that meet direct curricular needs, but the collection also includes resources that arouse intellectual curiosity, that help to develop critical thinking and cultural appreciation, and that stimulate the use of resources for personal development and recreation. The development of written policy statements for acquisitions is of primary importance.

The following quantities are recommended for individual schools having 500 or more students:

	Phase 1	Phase 2	Phase 3
PRINT MATERIALS			
Books per student	12 volumes*	18 volumes	24 volumes

A strong collection of standard reference works is needed, to include subject and general bibliographies, and periodical indexes. Professional resources should be budgeted annually.

Periodical Titles	Titles		
Elementary (k-6)	25 magazines	35	50
	3 newspapers	4	6
Junior High	75 magazines	85	100
	6 newspapers	8	10
High School	75 magazines	100	125
	6 newspapers	8	10

*6000 volumes are a basic minimum regardless of the number of students.

Pamphlets

Files of pamphlets, vocational and ephemeral materials, and government documents should be systematically acquired, maintained, and weeded.

Microforms Types and quantity vary with program needs

Microform equipment	1 Reader	1 Reader 1 Reader-printer	3 Readers 1 Reader-printer

VISUAL MATERIALS-STILL IMAGES

There should be sufficient equipment and adequate duplication to make visual and aural materials readily available. Instructional equipment is selected on the basis of quality of performance, effective design, ease of operation, competitive costs, portability and/or accessibility, ease of maintenance and repair, and available service. Specifications as to function and quality should be carefully developed. State contracts are available on most of the types of equipment listed.

Filmstrips (silent)	750 prints	1000 prints	1500 prints
Filmstrips (sound)	375 prints	500 prints	750 prints
Slides	1000 items	2000 items	3000 items
Transparencies	500 items	1000 items	1500 items
Graphics: Posters, Art & Study Prints, Maps & Globes	500 items	800 items	1200 items
Filmstrip projector (silent and/or sound	1 per 75 users	1 per 50	1 per 25
Filmstrip viewer	1 per 45	1 per 25	1 per 10
Slide projector	1 per 75	1 per 50	1 per 25
Slide viewer	1 per 75	1 per 50	1 per 25
Overhead projector	1 per 75	1 per 50	1 per 25

VISUAL MATERIALS: MOVING IMAGES

16 mm Films (sound)	Access to a minimum of 3000 titles. Where specific titles are used frequently, building level purchase may be warranted. Generally 16 mm films should be rented, or borrowed from BOCES, with sufficient funds made available for this purpose.

Super 8 mm Films (sound)	Acquisition of Super 8 mm films (cartridge or reel) will vary with program needs.		
Super 8 mm Films (silent) Film loops	200 films	300 films	500 films
Videotapes	Acquisition of videotapes will vary with program needs.		
16 mm Film Projector (sound)	1 per 200 users	1 per 150	1 per 100
Super 8 mm Film Projector (sound)	Acquisition of Super 8 mm sound film projectors (cartridge or reel) will vary depending on the availability of materials in this format.		
Super 8 mm Film Projector (silent)	1 per 75 users	1 per 50	1 per 25
Video Playback & Reception Equipment	Acquisition of video playback and reception equipment will vary depending on the availability of materials in this format and on program needs.		
AUDITORY FORMATS			
Audio Recordings: Tapes (reel to reel), Casettes, Discs, Audio cards	500 items	1000 items	3000 items
Audio Equipment: Tape recorders, Record players	1 per 75 users	1 per 50	1 per 25
Listening Units Earphones	1 set per 75	1 set per 50	1 set per 25
Portable listening Unit	1 per 75 users	1 per 50	1 per 25
TACTILE FORMATS Games, toys, models, sculptures, specimens	200 items	500 items	800 items
MEDIA KITS AND PROGRAMMED LEARNING MATERIALS	Types and quantities vary with program needs		
LOCAL PRODUCTION EQUIPMENT	Types of equipment needed vary with the school, district and BOCES production programs.		

STANDARD III: ORGANIZATION OF MATERIALS. Library media collections should be organized by nationally approved rules for prompt identification by author, title, and subject, and arranged for efficient retrieval. Resources arranged by subject on open shelves, centralized administration and control, cataloging and classification supplemented by user responsive groupings contribute to efficient retrieval. The potential of technological retrieval should also be explored.

STANDARD IV: STAFF. The library media center should be adequately staffed by certified school library personnel and skilled supportive personnel. The number of professional and supportive staff will vary depending upon the size and program of the school, the hours operated, the physical facilities, the scope and nature of the services performed by the learning resources center, and the availability of services from district and regional centers.

STANDARD V: DELIVERY OF SERVICE. The delivery of library media services is based on user need. Not only are services organized with sufficient flexibility for quick response to students, professional staff and parents, but needs are anticipated through the participation of library media center staff in curriculum development. Patterns of referral and access to regional collections are well developed.

STANDARD VI: FACILITIES. The physical facility of the library media center provides sufficient space and furnishings for present operations, and is so located as to permit growth and physical expansion. Every elementary library media center should provide at least 900 square feet and every secondary library media center at least 25 square feet for 10% of the enrollment.

STANDARD VII: ADMINISTRATION. Responsibilities for all library learning resources and services are assigned to library media center staff, and include access to resources available in district collections, BOCES and New York State Interlibrary Loan (NYSILL) collections. Duties of staff positions, lines of responsibility, and procedures are clearly outlined in a staff manual.

STANDARD VIII: BUDGET. To maintain an up-to-date collection of resources (excluding textbooks and equipment) after the base collection has been established, the following percentage of the national average for per pupil operational cost* should be budgeted:

Phase I	Phase 2	Phase
1%	3%	6%

*The 1973-74 expenditure per pupil in average daily attendance in public elementary-secondary schools was $1,147. National Center for Education Statistics. Statistics of Trends in Education 1963-84. Washington, D.C.: United States Office of Education, January 1975.

REFERENCES:

The publications below may be useful in program development. Unless otherwise noted, the publications are available from the Bureau of School Libraries.

An Overview of Suggested Procedures for Improving Methods of Textbook Selection. State Education Department. Bureau of Elementary Curriculum Development.

The Effective Elementary School Library Media Center: Environment, Organization and Control. (In Bureau of School Libraries News & Notes. The State Education Department. Vol. 10, No. 2. January 1974.)

The Effective Elementary School Library Media Center: School Library Media Programs; An Integral Part of the Elementary School Curriculum. (In Bureau of School Libraries News & Notes. The State Education Department. Vol. 10, No. 2. January 1974.)

Facilities for School Library Media Programs. The State Education Department.

Media Programs: District and School. Prepared jointly by the American Association of School Librarians, ALA and Association for Educational Communications and Technology, NEA. 128 pp. 1975. $2.95 (paper). This publication can be purchased from the American Library Association, 50 East Huron Street, Chicago, Illinois 60611 or from the Association for Educational Communications and Technology, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

Sample Selection Policy Statement, compiled by the Bureau of School Libraries, State Education Department, 1975.

Standards for School Media Programs. Prepared by the American Association of School Librarians, ALA and the Department of Audiovisual Instruction, NEA. 66 pp. 1969. $2. (paper). This publication is out of print and has been superseded by Media Programs: District and School.

SCIENCE EDUCATION

A supply of science materials and equipment for grades K-12 should be available for individual and small group activities in quantities sufficient to carry out a locally adopted curriculum.

This curriculum should provide for a reasonable balance between "content" and "process," between theories, concepts and technological information and the development of laboratory skills and modes of scientific inquiry. Both carriers of information and laboratory equipment will be needed.

In respect to equipment, a higher priority should be given to those items that permit pupils to actively engage in science activities, such as meter sticks, beakers, test tubes, pulleys, wire, light bulbs, batteries, hand lenses, etc. Lower priority should be given to items which are relatively more expensive and which foster a more passive type of learning, such as large aquariums and movie projectors.

When ordering science materials and equipment, care should be taken not to order items that are shoddy, uneconomical, inappropriate and/or obsolete.

Storage facilities in science rooms should be adequate and readily accessible for the storage of the increased amounts of supplies and equipment required by modern science courses.

In summary, curricula changes in science should be reflected by additions and omissions of certain materials and equipment. Purchases of equipment and supplies should be adapted to the school's own courses of study, qualifications of the teachers, funds available, and other needs characteristic of a particular school district.

Publications of the following professional associations are sources of bibliographic and other information useful to teachers of elementary and/or secondary science:

American Association for the Advancement of Science (AAAS), 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005; AAAS Science Books and Films (quarterly); Science Book List for Children, 3rd ed., 1972; Science Book List, 3rd ed., 1970; AAAS Science Film Catalog, 1st ed., 1975.

American Association of Physics Teachers (AAPT), AAPT Executive Office, SUNY at Stony Brook, Stony Brook, NY 11794; The Physics Teacher (monthly).

Division of Chemical Education, American Chemical Society (ACS), Joy A. Young, Division Secretary, Auburn University, Auburn, AL 36830; Journal of Chemical Education (monthly).

National Association of Biology Teachers (NABT), 11250 Roger Bacon Drive, Reston, VA 22090; American Biology Teacher (monthly).

National Science Teachers Association (NSTA), 1741 Connecticut Avenue, N.W., Washington D.C. 20009. The Science Teacher (secondary monthly); Science and Children (elementary quarterly); many other non-periodical publications helpful to teachers.

The kinds of materials and equipment selected in connection with a social studies program obviously will vary widely depending upon the focus of the particular program. In fact, the key factor in judging materials and equipment should be the extent to which they are consistent with the program. This requires that careful, systematic selection procedures should be followed. Any proposal should indicate what procedures have been followed and should spell out clearly the relationship between the materials and equipment and the program.

There are, of course, a number of models for the analysis of social studies curriculum materials. One of the more systematic models, called the Curriculum Materials Analysis System (CMAS), has been developed by the Social Science Education Consortium in Boulder, Colorado. Copies of CMAS, in either its short or long form, may be obtained from the Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302. The Consortium has used this system to analyze a large body of social studies materials and has published the results in a Social Studies Curriculum Materials Data Book, which is also available. The Data Book contains information on social studies project materials, textbooks, games and simulations and some other supplementary materials. It should be restated that other good models for the analysis of curriculum material exist and could be used. The Social Science Education Consortium is used here as an example of one such system.

In addition to the basic questions of consistency with program and of systematic selection, the following are some other considerations which should be taken into account when selecting social studies materials and equipment, including those in library media centers:

1. All materials should be free of bias and stereotypes in relation to race, religion, sex and ethnic groups. The diversity of peoples in the world in regard to these areas should be reflected in the materials.

2. Materials should be appropriate to the reading levels, maturity levels and interest levels of the students for whom they are intended.

3. There should be a reasonable balance between print and non-print materials. The nature of the balance will, of course, vary according to the program.

4. Materials should involve students in a variety of types of activity. For instance, materials and equipment that could be adapted for individualized projects should be included.

5. Materials should be carefully reviewed in terms of timeliness. They should be examined for out-of-date information, concepts and interpretations. On the other hand, they should not be so

"timely" and narrow in scope as to be obsolete in the near future.

6. Some of the material should be conceptual and open-ended rather than purely informational so that student involvement in the learning process is encouraged.

References:

American Civilization in Historic Perspective, Part I. (Resource Guide, Grade 11). 1970

American Civilization in Historic Perspective, Part II, Education Section. (Resource Guide, Grade 11). 1972

Manual of Exercises for Developing Social Studies Skills

Planning for Social Studies in Elementary Education

Teaching a Pre-Columbian Culture: The Iroquois. (Resource Guide, Grade 7). 1966

Teaching About Africa - South of the Sahara (& Resource Packet). (Resource Guide, Grade 9). 1970

Teaching About American Economic Life. 1973

Teaching About Basic Legal Concepts in the Junior High School. 1973

Teaching About Basic Legal Concepts in the Senior High School. 1974

Teaching About India. (Resource Guide, Grade 9). 1972

Teaching About Latin America. 1972

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ASSISTANCE FROM THE STATE EDUCATION DEPARTMENT

For further assistance from the State Education Department, contact the appropriate unit:

Bureau or Unit	Room	Telephone Number Area Code 518
Art Education, Bureau of	568 EBA	474-5932
English Education, Bureau of	308 EB	474-5608
Foreign Languages Education, Bureau of	318 EB	474-5927
Guidance, Bureau of	336 ELK	474-6943
Humanities and Performing Arts Unit	566 EBA	474-8779
Industrial Arts, Bureau of	1619 TT	474-8023
Mathematics Education, Bureau of	306 EB	474-5931
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Reading Education, Bureau of	321 EB	474-5029
School Libraries, Bureau of	676 EBA	474-2468
Science Education, Bureau of	302 EB	474-7746
Social Studies Education, Bureau of	322 EB	474-5978